Tuolumne Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Tuolumne Elementary School
Street	707 Herndon Rd. Modesto, CA 95351
City, State, Zip	Modesto, CA 95351-4210
Phone Number	209-574-8444
Principal	Joe Anthony Arista
Email Address	arista.a@monet.k12.ca.us
School Website	tuolumne.mcs4kids.com
County-District-School (CDS) Code	50711676052849

2023-24 District Contact Information

District Name	Modesto City School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
Email Address	MummaSolorio.L@monet.k12.ca.us
District Website	www.mcs4kids.com

2023-24 School Description and Mission Statement

Our Mission Statement:
At Tuolumne Elementary School, we believe every student has the opportunity to grow to their fullest potential academically, socially, emotionally, and physically using rigorous and relevant quality instruction within a safe and positive learning environment, fostering lifelong learning for success in a global society.

TUOLUMNE ELEMENTARY SCHOOL, situated in the southern section of Modesto, California, is a PreK-8th grade campus that proudly serves approximately 600 students throughout a traditional calendar school year. Our learning environment is filled with diverse and multicultural students eager to learn and a dedicated staff committed to preparing those students to be successful, lifelong learners. Tuolumne provides a rigorous standards-based curriculum in Reading, Language Arts, Mathematics, Science, History, Social Science, STEAM, and Physical Education.

All students are held to high standards of academic and behavioral expectations, and we offer a Multi-Tier System of Support that allows every student to learn and succeed academically, socially, physically, and emotionally. English Learners who are new to the country in grades 4 through 8 receive support from a full-time ELD teacher and Paraeducator focusing on language and reading acquisition. Students are expected to monitor their learning using critical thinking and creative problem-solving skills daily and demonstrate respect for and appreciation of our community's cultural diversity.

At Tuolumne, we take great pride in celebrating student achievements, including Daily Morning Announcements, Spotlight Thursdays, Trimester Attendance Awards, Honor Roll Awards, Student of the Month, Roar Assembly character traits, Perfect Attendance, PBIS Rewards, Parent Café, Parent Partners, Steam Night with parents. Opportunities for student athletics, Activities, Pep Rallies, dances, leadership, and extracurricular activities include Student Council, anti-bully club, orchestra,

2023-24 School Description and Mission Statement

band, chorus, Night at Theatre(VAPA), and Art and traffic safety patrol.

After School Education and Safety Program (ASES) offers a three-hour after-school program on student attendance days. The ASES program provides enrichment such as arts and crafts, games, cooking, field trips, and outside instruction in activities such as dance and music. The RISE program offers intervention in English Language Arts after school, providing additional Homework help. The ASES Program is integrated with Tuolumne's After School Academic Opportunities for one hour Tuesday through Friday. The After School Academic Opportunities are provided by classroom teachers who deliver student instruction with a specific educational focus to increase students' learning and understanding in reading and math.

Goals for the current year:
1. Literacy: Improving all students' reading and writing achievement with mastery of the California Common Core standards, implementing the district-approved state-adopted curriculum, and using best teaching practices that encourage high student achievement.
2. Math: Improving the mathematical skills of all students with mastery of the California Common Core standards, emphasizing applying skills to solve math problems, using high-level critical thinking skills to analyze mathematical processes, and fully implementing the district-approved state-adopted Mathematics curriculum.
3. Technology: Increase the use of technology by staff utilizing student Chromebooks schoolwide for more effective instruction and assessment of students. Reading, Writing, and mathematics-based computer programs are used to practice skills and increase learning.
4. English Language Development: Implement the district-adopted state-approved English Language Development curriculum with fidelity to maximize the opportunities for English learners to meet the criteria for designation.
5. Provide interventions for students at risk of not successfully achieving the standards at their grade level.
6. Provide problem-based lessons in Science, Technology, Engineering, and Math to engage and expose students to these career fields and create a collaborative and problem-solving culture at Tuolumne.
7. Implementation of TK-8 expansion with a STEAM focus.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	74
Grade 2	68
Grade 3	75
Grade 4	66
Grade 5	65
Grade 6	61
Grade 7	74
Grade 8	58
Total Enrollment	625

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43%
Male	57%
American Indian or Alaska Native	0.6%
Asian	0.8%
Black or African American	0.8%
Filipino	0.2%
Hispanic or Latino	91.8%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.8%
White	3%
English Learners	57.4%
Foster Youth	0.6%
Homeless	1.9%
Migrant	1.3%
Socioeconomically Disadvantaged	96%
Students with Disabilities	8.2%

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1):
	• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
	• Pupils have access to standards-aligned instructional materials; and
	• School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.70	100.00	614.30	89.07	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.60	1.69	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.70	1.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	31.90	4.64	12115.80	4.41
Unknown	0.00	0.00	17.90	2.61	18854.30	6.86
Total Teaching Positions	20.70	100.00	689.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.10	85.81	608.70	88.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	14.20	2.06	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	12.75	20.90	3.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.40	32.70	4.75	11953.10	4.28
Unknown	0.00	0.00	13.90	2.01	15831.90	5.67
Total Teaching Positions	23.50	100.00	690.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at https://www.mcs4kids.com/district/board/board-policies/board-policies.

Year and month in which the data were collected	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

Safety procedures are followed according to District policy:
. One gate is open in the morning from 7:45 a.m. to 8:40 a.m.
. The gate is monitored by an adult until locked at 8:40 a.m.
. All visitors must sign in at the office and state their purpose for visiting to obtain a visitor's pass. After 8:40 a.m. the only access to the campus is through the office.
. Students are supervised before/after school, at recesses and lunch by a yard duty staff.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:
This school has classrooms, a cafeteria, early childhood ed program, and an administration office. The main campus was built in 1950 and opened in 1950.

Maintenance and Repair:
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:
The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:
The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute $2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, $2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and $2 million to Facility Improvements (Fund 40) for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Year and month of the most recent FIT report	7/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	:
Interior: Interior Surfaces	X			1: Missing cove base, ripped wallboard 13: Stained ceiling tile 13A: Stained ceiling tile, Unsecured cabinet at exit. 14: Stained ceiling tile 15: Stained ceiling tile 16: Stained ceiling tile, Unsecured cabinet at exit. 17: Stained ceiling tile 2: Delaminated wallboard 23: Stained ceiling tile 26: Countertop delaminated 4: Ripped wallboard, Stained carpet
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		9: Ants
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOYS REST RM: Near R. 16- No sink
Safety: Fire Safety, Hazardous Materials	X			13A: Stained ceiling tile, Unsecured cabinet at exit. 16: Stained ceiling tile, Unsecured cabinet at exit.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	17	15	28	27	47	46
Mathematics (grades 3-8 and 11)	10	11	18	19	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	402	389	96.77	3.23	15.42
Female	179	172	96.09	3.91	18.60
Male	223	217	97.31	2.69	12.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	366	355	96.99	3.01	16.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	221	212	95.93	4.07	5.66
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	386	376	97.41	2.59	14.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	46	97.87	2.13	2.17

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	400	395	98.75	1.25	10.89
Female	177	174	98.31	1.69	9.20
Male	223	221	99.10	0.90	12.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	364	361	99.18	0.82	10.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	221	219	99.10	0.90	4.57
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	384	381	99.22	0.78	10.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	47	100.00	0.00	6.38

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.69	6.25	15.01	15.26	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	128	99.22	0.78	6.25
Female	59	59	100.00	0.00	3.39
Male	70	69	98.57	1.43	8.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	122	121	99.18	0.82	6.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	76	75	98.68	1.32	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	124	123	99.19	0.81	5.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	100.0%	100.0%	0.0%	100.0%
Grade 7	97.10%	66.20%	94.10%	97.10%	98.50%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Tuolumne School recognizes the importance of forming a strong partnership with parents and community members to impact the students in our school positively. To promote effective parent involvement, the staff at Tuolumne welcomes input from parents and community members in decision-making and encourages them to join us in the activities outlined in this plan. We work with parents as equal partners in the educational process.

Parents are invited to attend this meeting at the beginning of each school year, as part of our Back-To-School Night, to learn more about the requirements of Title I and our School-wide Title I Program. In addition,
all parents are encouraged to participate in and join the School Site Council (SSC). The SSC offers the opportunity to review and jointly develop the School-Site Plan and offer recommendations on developing the annual categorical budget. Along with the SSC, the Tuolumne English Learner Parent Partnership is composed of representatives that advise on bilingual decisions to serve the student population better

Parents have more opportunities at Tuolumne to become more involved by participating in parent-teacher conferences once a year, a Parent STEAM Night or by joining The Parents Assisting with Students (PAWS), and campus committees. The Tuolumne School Safety Committee reviews and revises the school safety plan to ensure that the school maintains a safe and secure learning environment. Parents may also volunteer in the classroom and with school activities by following the current District volunteer procedures for health and safety.

Partner Parenting offers parenting classes regularly throughout the school year and informal information meetings and introductions of services available, addressing topics that interest parents and connected to better serve the Tuolumne Community.

Additional Contact Persons
Principal: J. Anthony Arista 574-8442
Vice Principal: Veronica McCabe 574-8442

Contact Person: Laura Martinez 574-8442

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	708	680	179	26.3
Female	317	301	72	23.9
Male	391	379	107	28.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	3	75.0
Asian	6	6	1	16.7
Black or African American	9	9	2	22.2
Filipino	1	1	1	100.0
Hispanic or Latino	640	614	147	23.9
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	16	15	7	46.7
White	24	23	15	65.2
English Learners	394	384	79	20.6
Foster Youth	7	7	5	71.4
Homeless	15	15	7	46.7
Socioeconomically Disadvantaged	680	655	172	26.3
Students Receiving Migrant Education Services	11	10	0	0.0
Students with Disabilities	79	76	20	26.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.98	5.79	0.06	2.94	4.08	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.79	0
Female	3.15	0
Male	7.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.16	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	8.33	0
English Learners	5.08	0
Foster Youth	0	0
Homeless	20	0
Socioeconomically Disadvantaged	5.74	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.59	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Tuolumne School. Every other year, the school administers the CA Healthy Kids Survey. As a result of the CA Healthy Kids Survey, the effectiveness of the safety plan and any needs of students are reviewed, and changes are made. The School Safety Plan is reviewed and revised annually by administrators, staff, and School Site Council members to ensure implementation. The School Safety Plan was designed to prepare for emergencies, manage emergency response efforts, and maintain a safe school environment. The plan requires identifying security needs, developing prevention and intervention techniques, evaluating facilities, and communicating with staff and students. Components of the School Safety Plan include strategies and programs that will provide and maintain a high level of school safety. The School Safety plan also assesses current school crime occurring on campus and at school functions. Also, the plan addresses procedures related to compliance with existing laws as they affect school safety.

The school strives to comply with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency.

2023-24 School Safety Plan

Fire, Lockdown, and disaster drills are conducted on a regular basis throughout the school year. Daily monitoring of school grounds is performed by assigned staff before, during, and after school. All visitors are required to check in at the office before entering the campus.

In addition, Parent/Student and Teacher handbooks are prepared and distributed to students and staff for their review on the first day of each school year. The school handbook clearly outlines procedures and academic and behavioral expectations for students and families. Additionally, safety procedures such as proper yard duty techniques and enforcement of playground safety rules are reviewed during staff meetings throughout the school year. Tuolumne School is implementing the Positive Behavior Intervention and Support framework to address the social/emotional needs of students and to develop a community culture built on shared expectations and language (At Tuolumne School, When we ROAR, we are Respectful, Responsible, and Safe)

The School Safety Plan was reviewed, updated, and discussed with school faculty and a student representative on September 15th, 2022 and approved on November 20, 2022. A copy of the Tuolumne School Safety Plan is available at our District Office for public review and at the Tuolumne School Office.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	4	2	
1	18	1	3	
2	19	1	3	
3	14	2	3	
4	14	3		
5	22	2		
6	19	2	2	
Other	13	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	5	2	
1	17	1	3	
2	18	1	3	
3	15	2	3	
4	21	1	2	
5	21	1	2	
6	20	1	3	
Other	7	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	1	0
1	25	0	3	0
2	17	1	3	0
3	19	1	3	0
4	23	2	0	0
5	33	0	1	0
6	22	1	2	0
Other	12	4	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16325.36	5893.49	10431.88	127859.94
District	N/A	N/A	11121.82	
Percent Difference - School Site and District	N/A	N/A	-6.4	24.0
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	11.1	36.4

Fiscal Year 2022-23 Types of Services Funded

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap. The most recent LCAP can be found here: https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	67185.00	54906.00
Mid-Range Teacher Salary	95865.00	80703.00
Highest Teacher Salary	124545.00	109418.00
Average Principal Salary (Elementary)	139709.00	137703.00
Average Principal Salary (Middle)	142971.00	143760.00
Average Principal Salary (High)	164175.00	159021.00
Superintendent Salary	295437.00	319443.00
Percent of Budget for Teacher Salaries	29.20%	30.35%
Percent of Budget for Administrative Salaries	5.18%	4.87%

Professional Development

Professional development in MCS is data driven using research-based best practices to ensure our students receive a guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, Induction and intern mentor programs, Peer Assistance Review (PAR) program, as well as an Administrative Induction Program. For the fourth year, MCS has provided the opportunity for 1% compensation for certificated and management who choose to complete an extra twelve hours of professional development outside of their normal work day. We ofer the same incentive for classified, but at a flat rate compensation of $400 for the first 6 hours and $400 for the second 6 hours of voluntary professional development hours.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, English Learners, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. The Curriculum and Instruction & Professional Development Division is tasked with increasing the quality and quantity of professional development provided to classified, certificated, and managers alike.

Coming out of the COVID closures, we have focused our efforts on our Instructional Core:
- Instructional Core Vision: Every student deserves a guaranteed instructional program, not by chance, but by design, including Board-adopted curriculum, researched-based best practices, and authentic relationships and assessments that guide instruction.
- Supporting All Learners: Intentionally planning lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.
- Board-adopted Curriculum: Intentionally utilizing the currently adopted curriculum to ensure equitable access for all students to rigorous content standards. Understanding how the curriculum design supports students' progression over time.
- Engaging Students using Language and Literacy: Designing lessons that engage and support all learners by providing daily opportunities to interact with content through reading, writing, listening, and speaking.
- Professional Learning Communities: PLCs are the vehicle we use to guarantee the success of the Instructional Core. Fully engaging in the process of identifying what students need to learn, how it is to be taught, what to do if they don't reach mastery, and what to do if they excel, with regular review of student formative data to guide instruction.

All learners means every student regardless of gender, socio-economic level, at-risk status, racial, ethnic, or cultural background, exceptional ability, disability, or Limited English Proficiency.

Professional Development
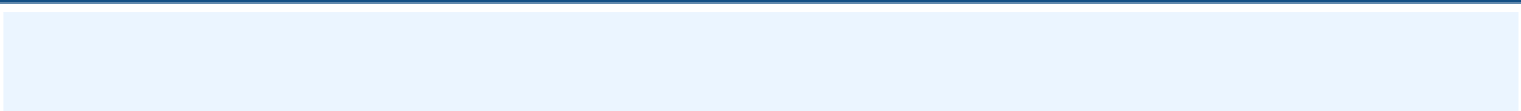
This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	